

Pedagogical and Psychological Bases of Development of Educational Activity in Students

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Abstract

This paper investigates major points of the pedagogical and psychological bases of development of social activity in students. On this case, research has been conducted in different points. Therefore, both methodological and theoretical basis of the research has discussed as the whole.

Keywords: *pedagogical, psychological bases, development, social activity, students*

INTRODUCTION

Association for Educational Communications and Technology - AECT (USA), Belfield Pedagogical University (Germany), Center for Increasing Pedagogical Qualifications on the basis of Manchester University (UK)); Such as Chunang University (South Korea), Miyagi Pedagogical University (Japan), Academy of Education (Russia), Swiss Federal Institute of Technology (Switzerland), University of Bridgeport (Chicago), University of Warwick (London) and Edith Cowan University (Amsterdam). Several practical results have been achieved in prestigious institutions and centers of higher education. This is important for the organization of pedagogical processes aimed at forming the skills and personal qualities of students' social and professional activities.

A number of scientific studies are being carried out around the world to improve the technology of social activity of higher education students, to develop new pedagogical tools to support their social initiative, to develop skills for effective organization of socio-cultural and communicative activities. The main emphasis on the development of social activity is given to students' moral and aesthetic worldview and political socialization. Also, as a pedagogical mechanism of social activity plays an important role in the development of spiritual and cultural foundations of students' moral, professional and communicative training, their conscious attitude to developmental ideas, and technocratic thinking.

In our country, special attention is paid to improving the content of higher education and training processes on the basis of international best practices, the development of social competence of students as an important area of spiritual and educational work. At the same time, there is a need for students to gain a full understanding of the social significance of their future professional activities, and to improve the pedagogical mechanisms of building a responsible attitude towards social demands and obligations. The strategy of actions for development of the Republic of Uzbekistan defines such important tasks as "Education of physically healthy, mentally and mentally developed young people with independent thinking, devotion to the Motherland, deepening democratic reforms and enhancing their social participation in the development of civil society". It requires clarification of the pedagogical and psychological features of the development of social activity of students, improvement of the pedagogical model of social activity development and interactive technologies of extracurricular activities.

Decree of the President of the Republic of Uzbekistan dated February 7, 2017 N UP-4947 "On the strategy of further development of the Republic of Uzbekistan" Other provisions related to this activity: Decree No. PP-3775 "On additional measures to improve the quality of education in higher education institutions and their active participation in large-scale reforms in the country" This dissertation will play a significant role in the implementation of the objectives set out in the y-legal documents.

Relevance of the research to the priority areas of science and technology development in the republic. The dissertation research was carried out within the priority area of science and technology development, I. "Moral and cultural development of a democratic and legal society, the formation of an innovative economy."

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The extent of the problem studied. Philosophical, socio-anthropological issues of the development of social activity in students have been studied in the research of A. Begmatov, A. Mavrulov, G. Tulenova, J. Tulenov, M. Kahharova, E. Yusupov and others.

. Scientific researches were carried out by Sh. Shodmonova, B. Adizov, B. Rakhimov, G. J. Tulenova, D. Ruzieva, D. Sharipova, Z. Ismailova, K. Kuranbaev, M. Kuronov, M. Makhmudova, N. Muslimov, N. Ortikov, N. Egamberdieva, O. Jamoldinova, O. Musurmonova, R. Juraev, U. Kolipov, U. Makhkamov, XIIbragimov, Sh. Mardonov, Sh. Sharipov on pedagogical issues of development of social activity in student-youth.

Foreign scientists such as A. Amutio, A. Smith, A. Yolanda, K. Franco, L. Breeman, R. Sears, and R. Renee have conducted research on this issue.

Although scholars of various disciplines have conducted research on the development of social activity in students of higher education institutions, the issue of improving the pedagogical mechanisms of professional training as a cultural, social, professional and socially active person is not sufficiently studied.

Research is carried out in the framework of the State scientific and technical program "OT-F8-214. Professional and personal socialization of students" (2007-2011), "ITD-4-122. Development of technology for upbringing high moral personality" (2009-2011).

The aim of the research is to improve the practical and technological system and pedagogical mechanisms for the development of social activity in university students.

RESEARCH OBJECTIVES

- Identification of pedagogical and psychological features of the development of social activity in students based on the analysis and generalization of the interrelation of historical, cultural and national foundations;

Improvement of corrective and pedagogical mechanisms of diagnostics and development of social activity of students;

development of the model of development of social activity of students;

Evaluation of the effectiveness and effectiveness of design, modular and problem-based educational technologies for the development of social activity in students during out-of-class sessions;

The object of the research was the development of social activity in students of higher educational institutions, and 360 students from Namangan State University, Samarkand State University and Tashkent State Pedagogical University were involved in the experiment.

The subject of the research are socio-pedagogical conditions, forms, methods and means of development of social activity in students of higher educational institutions.

Methods of research. Comparative-critical study and analysis of problematic historical, political, philosophical, sociological, psychological, and pedagogical literature; studying advanced pedagogical experience in higher education institutions; sociometric methods (questionnaire, interview, conversation); pedagogical experiment; methods of mathematical and statistical analysis of results were used.

Scientific novelty of the research consists of:

Pedagogical and psychological features of the development of social activity in students are based on an empirical evaluation of the structural foundations of social activity (cognitive, emotional, worldview and

behavioral) with professional qualities (humanity, citizenship and business), personal social experience and position;

Stages of socio-pedagogical adaptation (emotional-will, meaning-operational, motivational) are defined on the basis of internal (internal) level of socio-political, ethical knowledge, personal social experience, independence, responsibility, initiative criteria that determine social activity. ;

The practical component of the model of social activity development has been enhanced by the effective use of the socio-pedagogical mechanism for the gradual development of active citizenship, increasing the students' interest in volunteer groups, increasing the effectiveness of the educational environment;

Improved modeling of social activism project role model, business games, heuristic forms of application of the model "Ideal ethics", "Teacher of the future" social projects in modular (cognitive and professional) and problem (situations, case tasks).

Practical Results of the Research are Reflected in

improved the model of pedagogical process aimed at developing students' social activity;

The pedagogical and psychological factors of the development of social activity in the students were identified and the diagnostic apparatus for evaluating the effectiveness of the pedagogical activity was improved;

Forms, methods and means of ensuring the level of effectiveness of pedagogical activity aimed at developing students' social activity.

The students have developed and provided training methodological support for the development of social activity.

Reliability of the results of the research is based on the philosophical, methodological, methodological, psychological and pedagogical approaches to the problem, as well as the experience of national and foreign scientists, as well as group and micro-trainers in the organization of pedagogical activity; the use of complementary research techniques that meet the research objectives; quantitative and qualitative support of analysis and research description; Representativeness of experimental works and processing of the obtained results using methods of mathematical-statistical analysis.

Scientific and practical significance of the research results. The theoretical significance of the research results is enriched by specific pedagogical systems and theoretical approaches to the development of social activity among students in higher education institutions; the criteria for determining the level of social activity, as well as the use of scientific and methodological recommendations to ensure a positive solution to the research problem.

The practical significance of the results of the research is the identification of advanced training requirements in social-humanitarian, general and professional subjects taught in higher education institutions, and competences for the preparation of professional programs for the development of science programs; improvement of effective mechanisms of interdisciplinary module educational technologies in the organization and conduct of educational, spiritual and educational activities, development of the model of the process, its pedagogical and psychological bases and favorable conditions for its implementation in practice.

Introduction of research results. Based on the results of research on the development of social activity in students of higher educational institutions:

Methodological recommendations to clarify the relationship between the pedagogical and psychological features of the development of social activity in students with the basics of social activity, personal social experience and position were used in developing "Methodical recommendations on strengthening the ideological immunity and ideological tolerance of students" that approved by the Ministry of Higher and Secondary Special Education. Order No 281, appendix 1. As a result, the level of practical importance of the organization of educational activities for the development of social activity in the students has been achieved;

Methodical recommendations on strengthening the ideological immunity and ideological tolerance of students were used in

, approved by Annex 1 to the order of the Ministry of Higher and Secondary Special Education No. 281 recommendations of the Ministry of Higher and Secondary Special Education of the dated October 9, 2017 No. 89-03.2267. As a result, the level of practical importance of the organization of educational activities for the development of social activity of students was achieved;

stages of social and pedagogical adaptation, social and political knowledge, ethical knowledge, personal social experience, independence, responsibility, initiative criteria, suggestions and recommendations for improving the practical component of social activity model ITD-4-122 were implemented in the framework of the project "Development of technology of upbringing of high moral personality" (2009-2011). (Report of the Ministry of Higher and Secondary Special Education No. 89-03.3291 of September 30, 2019). As a result, the effectiveness of the introduction of educational modules on the development of social activity in students has been achieved;

practical recommendations on improving the design, modular and problem-based educational technologies of social activity development for students were used in the development of the project OT-F-1-100 "Theoretical and Practical Improvement of Socio-Cultural Activities of Children with Disabilities" (2017-2021) (Ministry of Higher and Secondary Special Education, September 30, 2019, No. 89-03.3291son). As a result, the methodological support of the information security component of the development of social activity of students was improved

Approval of research results. The results of this research were discussed at 4 international and 8 national scientific conferences.

The introduction is based on the urgency and need of the thesis topic, identifies the purpose, objectives, object, subject of the research, and identifies the work's priorities for the development of science and technology in the Republic of Uzbekistan. Information about the scientific novelty of the research, practical results, reliability, theoretical and practical significance of the results, implementation of the results, published works, dissertation structure.

The study revealed that various aspects of this problem were explored by scholars, teachers, psychologists, philosophers, sociologists and legal scholars. It is stated that the scientific heritage of the great thinkers who have passed the historical path of development of the family, the community and educational institutions, the promotion of social activity of members of society and the upbringing of children is of great importance. Imam Al Bukhari, Abu Nasr Farabi, Abu Rayhon Beruni, Abu Ali Ibn Sina, Yusuf Hosib, Kaykus, Ahmad Yugnaki, Muslihiddin Saadi, Amir Temur, Mirzo Ulugbek, Abdurahman Jomi, Abdurauf Fitrat, Alisher Navoi, Abdulla Avloni The works of thinkers reflect the peculiarities, forms and methods of rational use of social activity.

Issues of studying and analyzing youth problems are done in the second half of the twentieth century by A. Amutio, A. Yolanda, L. Breeman, Van Lier, E. Giddens, L. Gonzales, E. Goffman, A. Collins, D. Campbell, R. Muller, L. Mozenmayr, L.A. Nabors, R. Sears, A. Smith, F. Tenbrook, K. Franko, V. Frankle, R.O. Ren, L.J. Spilt, G.Shelsky . Gender differences in childhood were studied by E. Drykheim, Z. Freudlar, and the comparison of female and male activity was the basis of N. Chodarts' research. Particularly, in the 20s of the 20th century, the issue of social consciousness in young people was first explored in K. Manheim's work "Problems of Generation", with a focus on the problem of socialization.

J.Tulenov noted that the content of social activity in young people consists of components of socio-national consciousness, activity, national pride, pride. A. Egamberdieva Social-Pedagogical Problems of Women's Empowerment, Pedagogical Basis for the Development of Students' Spiritual and Social Activity on the Example of Youth Organizations by K.Kuranbaev Improvement of organizational-methodological bases of development of civil position of future teachers on the basis of personal education technologies by A. Akramov, I.R.S. farbuvaeva students in activation of the national mentality of the person teaching the basics of using elements of the performance.

Basing on the study of the views of the Eastern thinkers on the social maturity of the person, as well as the development of youth social activity, the following conclusions were reached:

1. Social maturity of a person depends on the degree of his / her involvement in the process of social relations, which determines his attitude to the social being.

2. While the development of social activity of young people, especially students, is important for the overall development of the individual and the social development of society, it has not been studied so far as a holistic pedagogical process.

The pedagogical aspect of this problem involves identifying and examining the conditions that contribute to the successful development of an individual's social activity in education and upbringing.

Social activity is a complex and integral quality that represents a whole set of qualities of life activity. The main feature is social activity.

The process of developing social activity as a complex social phenomenon is inextricably linked with national, religious, historical, ethical and legal factors. In this sense, national and religious values are not only a philosophical, historical and spiritual heritage of the people, but also an important factor in the upbringing and development of a harmonious personality.

Social activity includes the subject's ability to communicate with teams, groups and associations, to interact with others, to carry out certain obligations to his peers and children, to engage in entrepreneurship, to democratize social life, and more. The high level of activity is the conscious and systematic activity of the individual aimed at personal improvement, that is, personal development, improvement - the aspiration for self-education. Social activity does not occur at once in a person but develops throughout his life. The activity of the individual, as defined by the field of spiritual development, also involves the formation and manifestation of both consciousness and self-awareness, as well as the activities of contemplation.

Based on the above considerations, the definition of social activity can be described as follows:

Social activity is an integral system of the individual's relationship to the environment and processes in the society, characterized by its individual-typological and lifelong formation.

This chapter describes the philosophical, socio-political, religious, national, spiritual, pedagogical and psychological factors of the development of students' social activity. In particular, philosophical factors were analyzed in the socio-political, national and moral context, and included the "Uzbek model of development", the Strategy for further development of Uzbekistan in 2017-2021, and the development of social activity. Psychological factors were analyzed in relation to the intellectual, emotional and motivational domain, and the role of motivation, purpose, emotion, personality traits was examined.

Pedagogical factors included national education, training paradigms, communication, information culture, and preparation for socialization.

The results of the study allows to conclude that the social activity of university students requires improvement on the basis of the combination of moral education, socio-pedagogical activity and spiritual culture. The content of the chapter is based on the following components in the development of student social activity:

high level of self-awareness; citizenship, sense of dignity, self-respect, discipline, honesty; attentiveness to spiritual values; a sense of independence and responsibility in decision-making; free choice of life activity content;

kindness, goodness; altruism, patience, endurance, humility; peace, good neighborliness, aspiration to understand national and universal values;

the need for deeper understanding of the meaning of knowledge and self-awareness, beauty, reflection, communication and meaning of life; internal autonomy, integrity;

advanced skills; need for scientific knowledge, skills, skills, intellect, institution, creative life changing activities;

knowledge of the basics of economics; hard work; mastering foreign languages; knowledge of national and religious traditions; healthy lifestyle; physical improvement; aesthetic taste, good deeds; freedom, environmental improvement and family welfare;

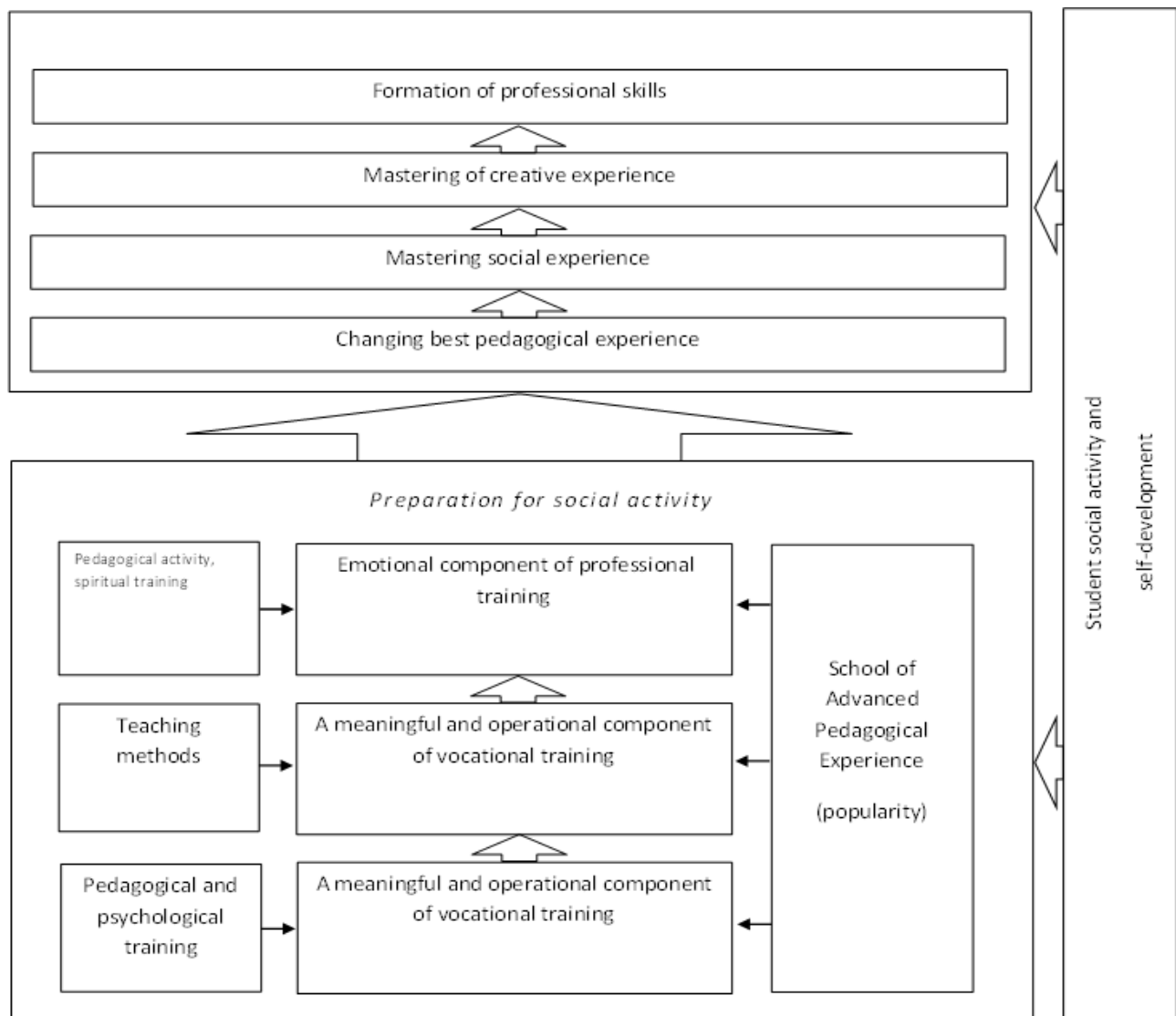
erudition, competence; entrepreneurship, competitiveness, management skills; accessibility; creative professional thinking skills, knowledge of history, cultures of different nations and etc.

Therefore, the individual's personality is reflected in the development of social activity. Social activity in students of higher education institutions is enhanced through their socio-political, labor, cognitive processes, daily life, a certain amount of knowledge, and the development of ethical norms in society.

The development of social activism is to educate a future professional who can meet many of his or her needs and skills. It is closely linked to the fight against harmful and alien ideas, the environment, the prevention of social, psychological and economic situations that have a negative impact on society, and the development of stability and peace.

Character, responsiveness to the environment as indicators of the level of social activity of students; public initiative; activity in social tasks; caring for family members; the existence and understanding of independence; ability to plan future activities and act in accordance with the plan; manifestation of persistence in the fulfillment of the set objectives; ability to control, analyze and evaluate one's own work.

Responsibility is one of the criteria for the development of social activity, whereby a student develops a sense of responsibility and the ability to realize that he or she can benefit himself and others while fully understanding the outcome of the activity. A responsible student will be able to carefully plan his work, anticipate the causes and mobilize all his energy and potential to achieve the desired result.



1-picture. Pedagogical mechanisms of development of social activity in students

The development of a model for improving the system of preparation of students for the development of social activity of higher education institutions is based on:

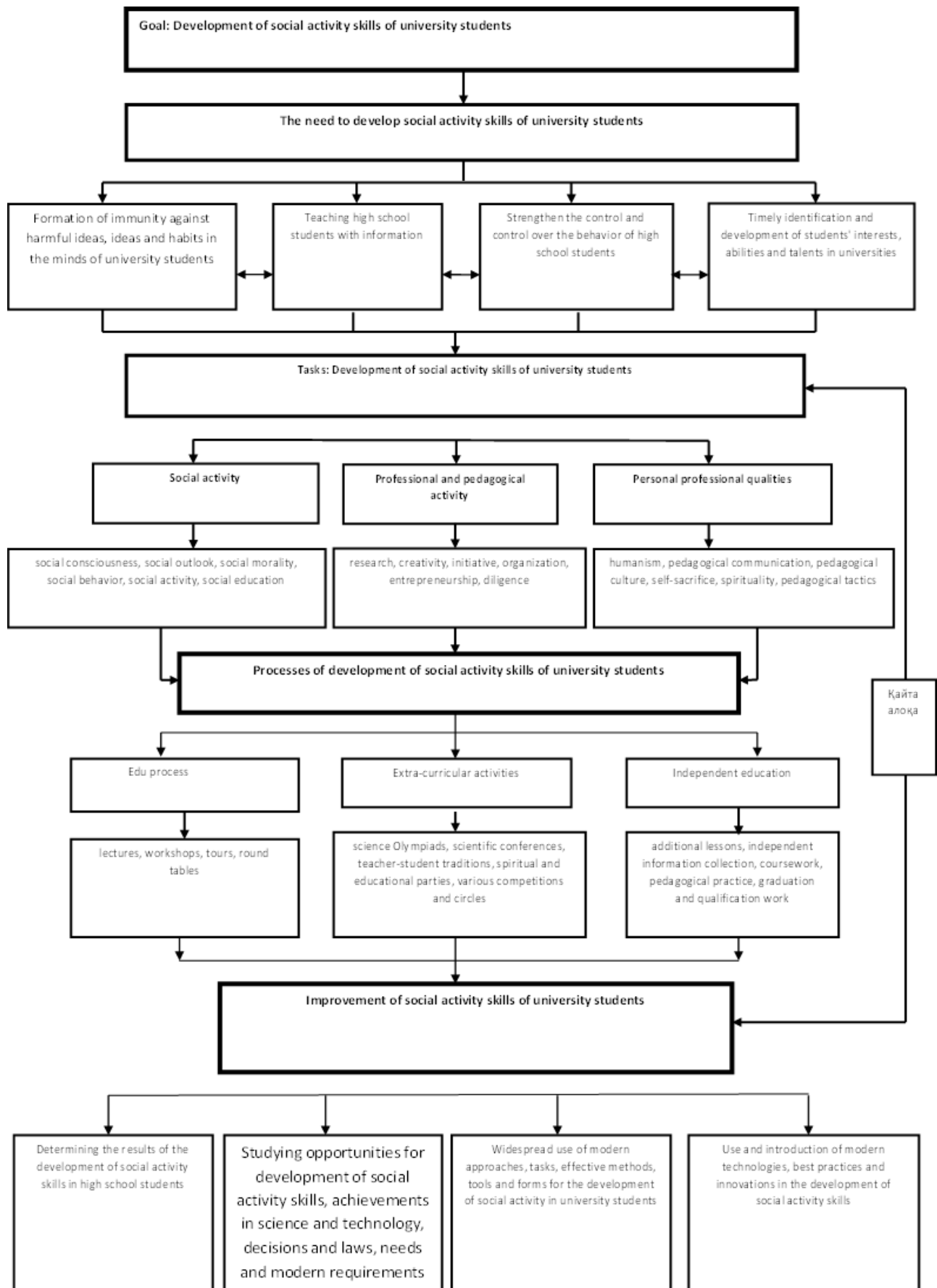


Figure 2. Model of improving the system of preparation of students for the development of social activity of students of higher educational institutions

This model provides for the interconnection, interdependence and continuity of all forms of development of professional competence of university students, as well as improvement of skills of social activity. The model aims at improving the system for preparing students for the development of social activity. Knowledge, skills, and skills related to the development of social activity skills, along with processes related to professional training, depend on personal qualities, professional qualities, ability and competence. In:

1. In any conceptual model of pedagogical activity, modeling the processes of social activity is based on the principle of the choice of the most basic, fundamental levels of the system, taking into account the high degree of social activity.
2. The concept of preparation for professional and pedagogical activity in the development of social activity of students is also a subject of social process and pedagogical activity.
3. An integral model of the development of students' social activity was selected as a complete expression of the essence of the object to be reproduced. The best practices and experience of students in the development of social activity are reflected in each other as complementary, lasting. Preparation of professional and pedagogical activity in the development of social activity in students is a manifestation of general activity in the professional field.
4. The purpose of this model is to divide the generalized structure of the spheres of pedagogical activity. Through this structure, the focus on research is revealed.
5. The logic of modeling is consistent with the principles of humanization of education, the creation of conditions for cultural and spiritual creative activity. These principles are presented in the conceptual model of the unit of consciousness and activity as the basis for designing the content of social activity development in the implementation of personalized learning.
6. If the essence of the proposed model starts to get rid of being an idealized abstract expression, pedagogical professional activity becomes a real mechanism for the development of social activity in students.

It is important to ensure student engagement in the classroom and out-of-class processes, to create independent thinking, to engage in dialogue, to create opportunities for free expression, and to determine the means of developing their social activity and learning about their specifics.

The third chapter entitled “Effectiveness of Social Activity Development in Higher Education Institutions” explores the feasibility, analysis and performance indicators of the effectiveness of experimental research.

The organization of the pilot work on the basis of certain procedures and programs ensured the effectiveness of this process. The program of experimental work defined criteria, indicators and methods of development of social activity of students.

Experimental work was carried out in the substantive and highlights, with the participation of students from Tashkent State Pedagogical University, Samarkand State University and Namangan State University. 360 students were recruited from the experimental and control groups to get answers to questionnaires and questionnaires in objective conditions. The results of questionnaires and questionnaires were summarized.

At the end of the experiment, based on summarizing empirical research materials, a final condition was created for four groups of criteria (motivation, cognitive-emotional, psycho-spiritual and professional activity-creativity) to determine the level of social activity of students.

Based on the results of the experimental work, statistical analysis of the level of development of students' social activity in the experimental and control groups conducted during the pre-test period was analyzed. Representatively representative of the experimental group's 182 students and 178 students from the control group were used to facilitate the mathematical calculation.

The results of the pre-experiment analysis are summarized in Table 1:

Table 1: Development of social activity in students of higher educational institutions (at the beginning of the experiment)

Groups	Number of students	Levels of mastering		
		High	Middle	low
Experimental group	182	43	86	53
Control group	178	46	88	44

The following results were used for statistical analysis:

At the end of the experiment, the learning outcomes in the experimental group were determined by the number of eligible students as well as those of the same size for the control group. As a result, the following

two statistical lines were obtained for comparative analysis: $\left\{ \begin{matrix} x_i : 1 & 2 & 3 \\ n_i : 33 & 91 & 58 \end{matrix} \right\} \left\{ \begin{matrix} y_i : 1 & 2 & 3 \\ m_i : 55 & 80 & 43 \end{matrix} \right\}$

Here the level of “high” mastering is marked with “3”, “medium” level “2” and “low” mastering level “1”.

A diagram corresponding to these options is created:

Table 2: Indicators of determining the level of development of social activity in students of higher education institutions (at the end of the experiment)

Groups	Number of students	Levels of mastering		
		High	Middle	low
Experimental group	182	58	91	33
Control group	178	43	80	55

CONCLUSION

Based on the scientific observations, theoretical, philosophical, and pedagogical literature, the results of research in the higher educational institutions and their comparative study, the following conclusions were reached:

1. The methodological basis for the development of social activity in students of higher educational institutions is the pedagogical views of the Eastern thinkers, the essence of the normative legal documents on the education and training of youth, the scientific and theoretical ideas put forward in the field of pedagogy and psychology.
2. Modern approaches to education - a combination of physical and spiritual beauty, moral and intellectual maturity, patriotism, commitment to national values and respect for universal values.
3. Advanced teaching methods - It is important to use problem-based learning and discussion methods to develop independent and critical thinking.
4. Pedagogical and psychological features of the development of social activity in students have been enhanced by the empirical evaluation of the structural foundations of social activity (cognitive, emotional, worldview and behavioral) with professional qualities (humanity, citizenship and business), personal social experience and position.
5. Socio-political, ethical knowledge, personal social experience, independence, responsibility, initiative criteria, internal (internal) structure of social-pedagogical adaptation of students (emotional-will, meaning-operational, motivational) social activity integration.
6. The practical component of the model of development of students' social activity has been enhanced by increasing the interest of students in volunteer groups, increasing the effectiveness of the educational environment, and the effective application of the socio-pedagogical mechanism for the gradual development of active civic competence.
7. Development of role-playing, business games, heuristic methods for the use of social projects in the modular (cognitive and professional) and problematic (situations, case studies) social projects "Model of ideal ethics" and "Teacher of the future" Improved.T
8. The results of the research show the need to build on the following principles in the development of

social activity in university students: a holistic approach; knowledge, aspiration to improve the knowledge of specific subjects; responsibility; spiritual health, mental health and well-being; different forms of patriotism become more and more manifested in everyday life; Increasing demand and supply for newspapers and magazines, periodicals; reduction of drug addiction and various addictions among young people, with active participation of the general public; the need for spiritual literature; The formation of the ecological environment is of great

9. As part of the research, a holistic system of social activity development in university students is the system of training specialists; content, personality formation during the first year of professional training; specific proposals in this regard; Method of identification - a model of social and pedagogical adaptation based on modern, systematic approach to the development of social activity in the context of modernization, which includes the stages of the main tool - the professional orientation of the educational process based on the experience of the teacher of the university.

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